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Abstract

A 1969 summer program for the education of migrants in Iowa operated under Title I of the Elementary and Secondary Education Act of 1965 is summarized and evaluated. Program components reported on are: exemplary projects, children served, grade placement, teacher-pupil ratio, inter-relationships with regular Title I programs, coordination with other programs, in-service training, non-public school participation, dissemination, and community involvement. Program effectiveness, special areas, construction-equipment, supportive services, program integration, and staff utilization are also considered. The report offers a critique of the 1969 program, a projection for future programs, and some sample test reports used to evaluate the levels of reading, language arts, and mathematics for each student involved in the program. (DB)

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ANNUAL EVALUATION REPORT

FOR MIGRANT PROGRAMS

FISCAL YEAR 1969

(School Year 1968-69)

Title I of Public Law 89-10
The Elementary and Secondary Education Act of 1965

State of Iowa, Department of Public Instruction, October, 1969

FISCAL
YEAR
1969
SCHOOL
YEAR
1968-69

RC003832

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State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Grimes State Office Building
Des Moines, Iowa 50319

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ANNUAL EVALUATION REPORT

FOR MIGRANT PROGRAMS

FISCAL YEAR 1969

(School Year 1968-69)

TITLE I, PUBLIC LAW 89-10

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IOWA ANNUAL EVALUATION REPORT FOR MIGRANT PROGRAMS
Title I ESEA
Fiscal Year 1969

I. EXEMPLARY PROJECTS

In Iowa the Title I migratory program is in operation during the summer months only. The educational programs are complete in their concept and structure inasmuch as they parallel the regular school year program.

The academic program consisted of reading, language arts, science, mathematics, and social studies. The break with the regular school curricular concept is in the approach to the language arts subject matter. English is taught as a foreign language and not as the primary language of the children. The aural-oral method is stressed with the primary goal of getting the children to identify with and communicate in English rather than their native Mexican language. Tape recorders were used extensively so the children could hear their own pronunciation of English and compare it with the pronunciation of the teacher.

Physical education, music, art, shop, and home economics were also part of the curriculum. Field trips were taken and interwoven with the academic subject matter. In music the songs and rhythms that were native or familiar to the children were made an integral part of the program. The art lessons made much use of the Mexican culture and were climaxed by the making of pinatas and posters for the Fiesta Day activities.

One of the schools initiated Boy Scout and Girl Scout activities under the leadership of the local Scout Council. Swimming lessons were given twice a week, sponsored by the Red Cross.

One unique feature used by one of the schools was the installation of a point system whereby the children could work for small trinket awards. The point system was set up so that a student could earn up to fifty points a week. Twenty-five points could be granted by the classroom teacher for classroom performance with the other twenty-five points based upon the child's manners on field trips, lunchroom etiquette, sportsmanship in physical education, and overall good citizenship. The prizes were on display and tagged with the number of points needed to secure them. The prizes ranged from hair ribbons and combs to baseball gloves or model ships. The point prizes ranged from twenty-five to two hundred and seventy-five points. Many of the students after the first week started accumulating their points and saved for the larger prizes. This was a good indication that they grasped the concept of deferring gratification and by self-control were willing to wait and work for things that would bring greater pleasure in the future.

This act of deferring gratification for the future leads to a philosophical question in this writer's mind. Can this act of the children be taken as a sign that the educational program for these children is beginning to bear fruit or are the sociological statements that the migrant people live for the now of today only, in error? A person who is seeking food for his family must live for today only, he cannot afford to defer gratification of the hunger drive. Therefore, the basic survival drives must be met before the migratory cycle can be broken.

II. CHILDREN SERVED

A. The estimated number of children to be served as per the application was three hundred and forty. The actual number of

children served was 203. The difference in the two figures can be accounted for in the following manner:

1. The higher figure was an estimated figure and estimates are usually of a liberal nature.

2. This was the first year that the entire migrant program of education was in direct control of the local education agencies. The migrant program in the northern part of the state had been under the control of an OEO agency. The figures received from this group included the pre-school children served and this year the pre-school children were under the OEO programs and the school-age children were under the Title I migrant programs. This would account for some of the difference in the estimated and actual count of children.

3. This was the first year in Iowa that a housing law was in effect. The lateness of the time and the uncertainty of the growers as to the specifics of the law created a situation whereby the growers were discouraging family units to contract for work. This would account for an additional difference in the estimated and actual count of the children.

B. The number of school-age children served was 203. The breakdown by grade is as follows:

K	1	2	3	4	5	6	7	8
45	32	41	28	22	19	11	3	2

C. The instrument used to identify if the child is or is not a migrant was the Uniform Migrant Record Form. The Migrant Division of HEW is sufficiently acquainted with these forms so none will be

included with this report.

III. GRADE PLACEMENT

The local education agencies followed the procedure of asking the child if he brought his copy of the Uniform Migrant Record Form with him from his previous school. If he had his copy this established his grade classification. Most of the children did not have their copy of the Uniform Migrant Record Form, so their primary classification was based upon chronological age and the child's word as to his previous grade placement.

The grade placement was only for purposes of clustering the children with their age peers. For instructional programs the Peabody Picture Vocabulary Test, or the Stanford Achievement Test, or the Metropolitan Achievement Test were administered. The schools would then determine the operational level of the child and proceed upon this basis to initiate an instructional program for him. Thus a child could be in fourth grade reading, third grade mathematics, fifth grade science or whatever level he could function efficiently in his studies. The teacher was free to move a child either up or down in these suggested grade placements as she perceived his academic progress.

In the areas of music, physical education, art, shop, or home economics the child was with his chronological age group. The key to the whole educational program was the individualizing of the academic program to the child.

IV. TEACHER - PUPIL RATIO

A. There were 21 full-time teachers in four attendance centers for the 203 students. This gives a state average teacher-

pupil ratio of one to nine point six (1-9.6). In the individual schools the range of teacher-pupil ratios was one to two (1-2) for the low and one to twenty-nine (1-29) for the high--although this high figure is suspect due to the movement in and out of the migrant children. A more realistic teacher-pupil ratio would be one to twenty (1-20) for the high.

B. There were no overt curriculum changes made by the schools. The lower the teacher-pupil ratio the more individualization of instruction. The schools with the higher teacher-pupil ratios used teacher aides and volunteer personnel to help individualize the program for the children.

V. INTER-RELATIONSHIP WITH THE REGULAR TITLE I PROGRAMS

A. The schools in Iowa that have migrant children in attendance during the regular school year include these children in their regular Title I programs. The school with the largest migrant enrollment has hired a bilingual person to work with the lower elementary grade migrant children. The Federal program for migrant children is in operation only during the summer months. In order to support the regular Title I migrant program this office made use of $6,012 in re-allocated Title I funds.

B. This writer is assigned the task of coordinating the regular and special programs for migrant children. The local educational agency is given free reign to propose Title I programs. They must submit their application to the State Title I Section for approval. At this step in the procedure modifications are suggested if they are needed.

VI. COORDINATION WITH OTHER PROGRAMS

A. The State Title I Section either calls meetings with other interested migratory agencies or wrangles invitations to their meetings for the purpose of helping mesh the various programs into a harmonious total program for migrants. The Federal OEO programs are usually inter-twined with the local and privately supported programs. There are meetings and working agreements between the State Title I Section, State Social Services Department, Employment Securities Commission, and State and Federal OEO sponsored agencies.

In addition, the State Title I Section is in charge of State appropriations for educational programs for migrant children of school-age. The State appropriated $35,000 for education of migrants and their children. At this time $17,500 of the State appropriation is allocated for educational programs for school-age children. The two areas in Iowa with the largest concentrations of migrants have been allocated these funds and have programs in operation for Fiscal Year 1970. Within the Iowa State Department of Public Instruction the Title I Section is working to have migrant programs included in the disadvantaged share of Vocational Education funds. In addition, there is an agreement that any unused portion of the State appropriation for Adult Migrant Education will be turned over to the Title I Section for expansion of the programs for school-age children.

B. Due to meetings held early in the year, coordination of the educational programs for migrant children has been good. The OEO funded programs served the nursery-school-age children; State Department of Social Services' funds were used for the day-care-age children and in serving the total migrant population in health and welfare areas. Title I funds served the school-age child for the

summer school program. State appropriations are now serving the school-age child during the current school year. The School Lunch Section of the Department of Public Instruction made additional commodities available to the local education agencies who sponsored summer migrant educational programs. The United States Department of Agriculture provided funds for sponsorship of free breakfasts, lunches, and mid-morning and mid-afternoon snacks for the migrant children during the summer months. The OEO sponsored adult education programs which included assistance to the migrants in applying for and receiving food stamps. Health services were made available to the migrant population through OEO and State Department of Social Services' programs.

B. The State Title I Section was actively concerned in all the above areas when these services directly affected the school-age migrant child. For the programs which affected the pre-school age and the adult migrant, the Title I Section was more on the periphery of the meetings, but was in attendance so the total concept of aid to migrants was in clear perspective.

C. The summer Title I migrant programs and the OEO pre-school programs shared a high degree of coordination. The local education agencies provided school bus transportation for the pre-school age migrant children; classrooms were made available to house their program; the pre-school children participated in the breakfast, noon lunch, and mid-morning and mid-afternoon snacks; the services of a school nurse were shared, sometimes paid by Title I, sometimes paid by OEO; all educational equipment that the local education agency had was made available to the pre-school program. Many of the bilingual teacher aides hired to work in the Title I program were

recruited by the OEO people. There was an indirect service to the adult migrant population through the Social Services Agency in that when the family was contacted about school services for their children the social workers also would establish raport with the adults concerning their own problems.

D. In retrospect it appears that there were no gaps in the types of services provided for migrant children last year. However, next summer there will be a large gap in the pre-school child area. Title I cannot afford to fund this program. This writer has been informed by the OEO people that they will not be able to fund the pre-school age children's program for Fiscal Year 1970. If services cannot be provided for these children it will have an effect upon the school-age children's program.

At this time the pre-school program should be defined. In Iowa the kindergarten (age five children) is an integral part of the school program. Pre-school age children are those from age two up to age five. Day care services have been available through the Department of Social Services' funds for newborn to age two. Therefore, if the children from age two through age four are not provided services next year, many of the school-age children may be kept at home to take care of their younger brothers and sisters. This, in turn, would weaken the school-age children's program.

The pre-school children could have a program if funds are made available either through Title I or OEO. The framework is established and has been very workable in the past to merge these programs, but official clearance must be granted plus the necessary funding to carry on the pre-school age children's program.

VII. IN-SERVICE TRAINING

A. The Title I Section sponsored a one-day in-service program for teachers of migrant children on May 10, 1969. Mr. Adolf Hieke, Instructor in the Department of English Language and Literature, University of Northern Iowa, was in charge of the program. The theme of the program was "The Teaching of English as a Foreign Language." The theoretical concept was presented, then practical working ideas were presented to the teachers. The aural-oral approach was stressed for the beginning students with step-by-step concepts presented leading up to the transitional stage of the student's ability to handle English as a primary language. In visiting the local education agencies this past summer, this writer was informed by the teachers that the above mentioned in-service program had been very helpful to them in teaching the migrant children.

Each of the four local education agencies had pre-service, in-service, and post-service staff training for the personnel involved in the migrant program. This included non-professional as well as professional personnel. Mr. Hieke visited two of the local education agencies during the summer school session, observing and suggesting ways the programs could be strengthened. One of the local education agencies had Mr. Hieke on their pre-service program.

B. Iowa participated in the Texas Itinerant Teacher Program, but was not involved directly in the planning.

C. The local education agencies devoted part of their in-service time to adaptable usage of curriculum materials and equipment. This was particularly true in the teacher aide phase of their in-service programs. The teacher aides were given instruction in the care and use of equipment and supplies used in the migrant

school program.

D. Curriculum materials from feeder states were not utilized this past year.

E. There was no participation in the interstate teacher exchange program. The Texas Itinerant Teacher Program sent a very capable teacher to Iowa for the summer months. This writer was told by one of the school administrators that he had tried to hire the Texas teacher and her husband for this current year.

VIII. NON-PUBLIC SCHOOL PARTICIPATION

There was no non-public school participation in the Title I migrant program as it was held during the summer months and the non-public schools were not in session.

IX. DISSEMINATION

Copies of this evaluation will be sent to each state, participating local education agencies, and to interested divisions within the Iowa Department of Public Instruction.

X. COMMUNITY INVOLVEMENT

A. Wherever possible the local education agencies secured the services of migrant parents.

B. Migrant parents were hired as teacher aides and assisted the hot lunch personnel during the migrant school session.

C. The migrant parents were invited to planning meetings for the school program. Migrant mothers planned and prepared a Mexican style dinner for the Fiesta Day activities.

D. Local people volunteered in helping in the school kitchens, in day care activities, and as chaperons for the field trips.

XI. PROGRAM EFFECTIVENESS

This writer feels that the migrant Title I program in Iowa was successful in all facets. With additional funding the entire program could be strengthened.

XII. SPECIAL AREAS

There were no migrant programs in vocational education or in the handicapped areas that were a part of the Title I program. There are programs in the above two areas, but they are handled by other divisions in the Iowa Department of Public Instruction, and they are funded by other Federal and State funds.

XIII. CONSTRUCTION - EQUIPMENT

There were no Title I funds utilized in the area of construction. One of the local education agencies was permitted to purchase some tape recorders for use in their language arts phase of their migrant program. The tape recorders were used by the students in recording and listening to their pronunciation of English words. The teacher also recorded pronunciation of the same English words and the students, by listening to both pronunciations, could hear the differences and work on smoothing out certain sounds which were alien to them.

XIV. SUPPORTIVE SERVICES

Iowa was not invited or involved in interstate planning in the area of supportive services.

XV. PROGRAM INTEGRATION

The Title I migrant school program is held during the summer months only; and, therefore, the regular school programs were not in

operation at that time. The schools who were conducting summer programs for the local children integrated the migrant and local children in the non-academic areas.

XVI. STAFF UTILIZATION

The teacher aides assisted the teachers by assuming many of the non-teaching functions within the classroom. These duties included securing consumable supplies for use in a teaching unit, keeping the bulletin boards updated and attractive, mimeographing material, playground and lunchroom assistance, securing audio-visual materials and equipment, and acting as a bilingual interpreter between the teacher and the children in some instances.

The professional staffs were composed of administrators, classroom teachers, counselors, and nurses--each being fully certified and competent within their educational specialization.

XVII. PROGRAM CRITIQUE

For Fiscal Year 1969 the Title I migrant program appeared to be in very good shape. The start of the Uniform Migrant Student Records was initiated. It is realized that it will take at least two years of operation before this system will start to smooth out. When it is in good operational form it should be of tremendous value in helping the local education agencies place a student and keep his records current.

The gap in funding a pre-school program for the two- to four-year-old migrant child for this Fiscal Year must be taken care of somehow. If OEO cannot continue funding this phase of the migrant program and Title I migrant funds are reduced, then perhaps we have reached the high point in migrant educational

programming during Fiscal Year 1969. This problem should be given high priority in seeking a solution for Fiscal Year 1970. To this writer the pre-school age children's programs should be under Title I for better coordination of the total educational program for migrant children.

868P-735TI

(ESEA 1) E-8

State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Paul F. Johnston, Superintendent
Des Moines 50319

TABLE 1

MASON CITY

STANDARDIZED TEST RESULTS
(Migrants)

GRADE Elementary Level

NAME OF ACTIVITY Lang. Arts-Mathematics

Metropolitan Achievement Test Battery

Pre and Post	Date of Test	Test Name	Form	Number of Students Tested	Raw Score Mean	Raw Score Standard Deviation	Number of Students Scoring, According to National Norm: 25%ile & Below	26 - 50 %ile	51 - 75 %ile	76 - 99 %ile
Pre	6-23-69	Word Knowledge	A	7	18		0	3	4	0
Post	7-14-69	Word Knowledge	B	10	18		2	4	4	0
Pre	6-23-69	Word Discrimination	A	7	16		0	4	3	.0
Post	7-14-69	Word Discrimination	B	10	15		2	4	3	1
Pre	6-23-69	Reading	A	7	15		2	2	3	0
Post	7-14-69	Reading	B	10	18		2	2	6	0
Pre	6-23-69	Spelling	A	8	18		0	2	3	3
Post	7-14-69	Spelling	B	10	18		2	2	3	3
Pre	6-23-69	Arithmetic Computation	A	8	17		3	0	3	2
Post	7-14-69	Arithmetic Computation	B	10	20		1	3	1	5
Pre	6-23-69	Concepts & Arith. Problem Solving	A	8	9		1	5	2	0
Post	7-14-69	Concepts & Arith. Problem Solving	B	10	11		2	2	3	3
Pre										
Post										
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State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Paul F. Johnston, Superintendent
Des Moines 50319

TABLE 1

MASON CITY

STANDARDIZED TEST RESULTS
(Migrants)

GRADE Primary I

NAME OF ACTIVITY Lang. Arts-Mathematics

Metropolitan Achievement Test Battery

Pre and Post	Date of Test	Test Name	Form	Number of Students Tested	Raw Score Mean	Raw Score Standard Deviation	Number of Students Scoring, According to National Norm: 25%ile & Below	26 - 50 %ile	51 - 75 %ile	76 - 99 %ile
Pre	6-23-69	Word Knowledge	A	7	11		5	1	1	0
Post	7-14-69	Word Knowledge	B	7	14		4	3	0	0
Pre	6-23-69	Word Discrimination	A	7	17		3	4	0	0
Post	7-14-69	Word Discrimination	B	7	13		5	2	0	0
Pre	6-23-69	Arithmetic Skills & Concepts	A	7	48		2	1	1	3
Post	7-14-69	Arith. Concepts & Skills	B	7	44		1	2	1	3
Pre										
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Pre										
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State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Paul F. Johnston, Superintendent
Des Moines 50319

TABLE 1

MASON CITY

STANDARDIZED TEST RESULTS
(Migrants)

GRADE Primary II

NAME OF ACTIVITY Lang. Arts-Mathematics

Metropolitan Achievement Test Battery

Pre and Post	Date of Test	Test Name	Form	Number of Students Tested	Raw Score Mean	Raw Score Standard Deviation	Number of Students Scoring, According to National Norm: 25%ile & Below	26 - 50 %ile	51 - 75 %ile	76 - 99 %ile
Pre	6-23-69	Word Knowledge	A	5	21		0	0	1	4
Post	7-14-69	Word Knowledge	B	6	21		0	2	2	2
Pre	6-23-69	Word Discrimination	A	6	27		0	0	2	4
Post	7-14-69	Word Discrimination	B	6	27		0	0	2	4
Pre	6-23-69	Reading	A	5	29		0	0	2	3
Post	7-14-69	Reading	B	6	21		0	2	3	1
Pre	6-23-69	Spelling	A	6	21		0	0	1	5
Post	7-14-69	Spelling	B	6	20		0	0	1	5
Pre	6-23-69	Arithmetic Composite	A	6	51		0	0	1	5
Post	7-14-69	Arithmetic Composite	B	6	56		0	0	1	5
Pre										
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State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Paul F. Johnston, Superintendent
Des Moines 50319

TABLE 1

MASON CITY

STANDARDIZED TEST RESULTS
(Migrants)

GRADE Intermediate Level

NAME OF ACTIVITY Lang. Arts-Mathematics

Metropolitan Achievement Test Battery

Pre and Post	Date of Test	Test Name	Form	Number of Students Tested	Raw Score Mean	Raw Score Standard Deviation	Number of Students Scoring, According to National Norm			
							25%ile & Below	26 - 50 %ile	51 - 75 %ile	76 - 99 %ile
Pre	6-23-69	Word Knowledge	A	6	21		2	3	0	1
Post	7-14-69	Word Knowledge	B	6	22		2	4	0	0
Pre	6-23-69	Reading	A	6	16		3	3	0	.0
Post	7-14-69	Reading	B	6	15		2	3	1	0
Pre	6-23-69	Spelling	A	6	23		2	1	3	0
Post	7-14-69	Spelling	B	6	25		3	0	2	1
Pre	6-23-69	Arithmetic Computation	A	5	15		2	1	1	1
Post	7-14-69	Arithmetic Computation	B	6	14		1	2	2	1
Pre	6-23-69	Arith. Concepts & Problem Solving	A	5	16		2	1	2	0
Post	7-14-69	Arith. Concepts & Problem Solving	B	6	15		4	1	0	1
Pre										
Post										
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State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Paul F. Johnston, Superintendent
Des Moines 50319

TABLE 1

MUSCATINE

STANDARDIZED TEST RESULTS
(Migrants)

GRADE 1

NAME OF ACTIVITY Readiness

Pre and Post	Date of Test	Test Name	Form	Number of Students Tested	Raw Score Mean	Raw Score Standard Deviation	Number of Students Scoring, According to National Norm: 25%ile & Below	26 - 50 %ile	51 - 75 %ile	76 - 99 %ile
Pre	6/27/69	Metropolitan Readiness	R	17	73	8.544	2	3	8	4
Post	8/7/69	Metropolitan Readiness	A	13	60	10.392	2	1	5	5
Pre										
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State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Paul F. Johnston, Superintendent
Des Moines 50319

TABLE 1

MUSCATINE

STANDARDIZED TEST RESULTS
(Migrants)

GRADE Primary I

NAME OF ACTIVITY Lang. Arts-Mathematics

Stanford Achievement

Pre and Post	Date of Test	Test Name	Form	Number of Students Tested	Raw Score Mean	Raw Score Standard Deviation	Number of Students Scoring, According to National Norm: 25%ile & Below	26 - 50 %ile	51 - 75 %ile	76 - 99 %ile
Pre	6/27/69	Paragraph Meaning	W	12	16.92	6.48	3	5	1	3
Post	8/7/69	Paragraph Meaning	X	29	21.75	9.055	9	3	2	15
Pre	6/27/69	Word Meaning	W	12	21.25	5.745	2	1	4	5
Post	8/7/69	Word Meaning	X	29	28.60	10.296	1	5	6	17
Pre	6/27/69	Arithmetic	W	12	28.75	9.327	3	4	1	4
Post	8/7/69	Arithmetic	X	27	43.2	17.861	1	16	7	3
Pre										
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State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Paul F. Johnston, Superintendent
Des Moines 50319

TABLE 1

MUSCATINE

STANDARDIZED TEST RESULTS
(Migrants)

GRADE Primary II

NAME OF ACTIVITY Lang. Arts-Mathematics

Stanford Achievement

Pre and Post	Date of Test	Test Name	Form	Number of Students Tested	Raw Score Mean	Raw Score Standard Deviation	Number of Students Scoring, According to National Norm: 25%ile & Below	26 - 50 %ile	51 - 75 %ile	76 - 99 %ile
Pre	6/27/69	Word Meaning	W	17	15.6	9.381	13	2	2	
Post	8/7/69	Word Meaning	X	24	16.6	6.633	20	2	2	
Pre	6/27/69	Paragraph Meaning	W	17	31.1	9.592	11	5	1	
Post	8/7/69	Paragraph Meaning	X	24	28.2	8.000	15	7	2	
Pre	6/27/69	Arith. Computation	W	15	25.1	14.107	9	1	4	1
Post	8/7/69	Arith. Computation	X	23	28.1	10.247	13	3	4	3
Pre	6/27/69	Arith. Concepts	W	15	15.3	11.662	11	3	1	
Post	8/7/69	Arith. Concepts	X	23	18.6	7.348	15	7	1	
Pre										
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Des Moines 50319

TABLE 1

MUSCATINE

STANDARDIZED TEST RESULTS
(Migrants)

GRADE Intermediate

NAME OF ACTIVITY Lang. Arts-Mathematics

Stanford Achievement

Pre and Post	Date of Test	Test Name	Form	Number of Students Tested	Raw Score Mean	Raw Score Standard Deviation	Number of Students Scoring, According to National Norm: 25%ile & Below	26 - 50 %ile	51 - 75 %ile	76 - 99 %ile
Pre	6/27/69	Word Meaning	W	13	14.2	7.280	7	6		
Post	8/7/69	Word Meaning	X	19	15.0	8.660	15	3	1	
Pre	6/27/69	Paragraph Meaning	W	13	25.2	10	7	3	3	
Post	8/7/69	Paragraph Meaning	X	19	24.6	10.909	12	6	1	
Pre	6/27/69	Math Computation	W	14	13	4.359	10	4		
Post	8/7/69	Math Computation	W	19	16.5	7.071	14	3	2	
Pre	6/27/69	Math Concepts	W	14	11.3	4.123	11	3	2	
Post	8/7/69	Math Concepts	W	15	11	7.746				
Pre	6/27/69	Math Applications	W	14	6.4	6.325	14			
Post	8/7/69	Math Applications	W	15	12.0	5.568	14	1		
Pre										
Post										
Pre										
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TABLE 1

REINBECK

STANDARDIZED TEST RESULTS
(Migrants)

GRADE 1

NAME OF ACTIVITY Arithmetic

Pre and Post	Date of Test	Test Name	Form	Number of Students Tested	Raw Score Mean	Raw Score Standard Deviation	Number of Students Scoring, According to National Norm: 25%ile & Below	26 - 50 %ile	51 - 75 %ile	76 - 99 %ile
Pre	6/69	Stanford Achievement	X	2	1.3		2			
Post	7/69	Stanford Avhievement	W	2	1.7			2		
Pre										
Post										
Pre										
Post										
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TABLE 1

REINBECK

STANDARDIZED TEST RESULTS
(Migrants)

GRADE 1 **NAME OF ACTIVITY** Reading

Pre and Post	Date of Test	Test Name	Form	Number of Students Tested	Raw Score Mean	Raw Score Standard Deviation	Number of Students Scoring, According to National Norm: 25%ile & Below	26 - 50 %ile	51 - 75 %ile	76 - 99 %ile
Pre	6/69	Stanford Achievemant	X	2	1.5		2			
Post	7/69	Stanford Achievement	W	2	1.5		2			
Pre										
Post										
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TABLE 1

REINBECK

STANDARDIZED TEST RESULTS
(Migrants)

GRADE 2

NAME OF ACTIVITY Arithmetic

Pre and Post	Date of Test	Test Name	Form	Number of Students Tested	Raw Score Mean	Raw Score Standard Deviation	Number of Students Scoring, According to National Norm			
							25%ile & Below	26 - 50 %ile	51 - 75 %ile	76 - 99 %ile
Pre	6/69	Stanford Achievement	X	2	1.7		2			
Post	7/69	Stanford Achievement	W	2	1.4		2			
Pre										
Post										
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TABLE 1

REINBECK

STANDARDIZED TEST RESULTS
(Migrants)

GRADE 2 **NAME OF ACTIVITY** Reading

Pre and Post	Date of Test	Test Name	Form	Number of Students Tested	Raw Score Mean	Raw Score Standard Deviation	Number of Students Scoring, According to National Norm: 25%ile & Below	26 - 50 %ile	51 - 75 %ile	76 - 99 %ile
Pre	6/69	Stanford Achievement	X	2	1.7		2			
Post	7/69	Stanford Achievement	W	2	2.0		1			1
Pre										
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TABLE 1

REINBECK

STANDARDIZED TEST RESULTS
(Migrants)

GRADE 3

NAME OF ACTIVITY Arithmetic

Pre and Post	Date of Test	Test Name	Form	Number of Students Tested	Raw Score Mean	Raw Score Standard Deviation	Number of Students Scoring, According to National Norm: 25%ile & Below	26 - 50 %ile	51 - 75 %ile	76 - 99 %ile
Pre	6/69	Stanford Achievement	Y	6	2.3		5	1		
Post	7/69	Stanford Achievement	W	6	2.3		4	2		
Pre										
Post										
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TABLE 1

REINBECK

STANDARDIZED TEST RESULTS
(Migrants)

GRADE 3 **NAME OF ACTIVITY** Reading

Pre and Post	Date of Test	Test Name	Form	Number of Students Tested	Raw Score Mean	Raw Score Standard Deviation	Number of Students Scoring, According to National Norm: 25%ile & Below	26 - 50 %ile	51 - 75 %ile	76 - 99 %ile
Pre	6/69	Stanford Acheivement	Y	6	2.2	6				
Post	7/69	Stanford Achievement	W	6	2.4	6				
Pre										
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TABLE 1

REINBECK

STANDARDIZED TEST RESULTS
(Migrants)

GRADE 4

NAME OF ACTIVITY Arithmetic

Pre and Post	Date of Test	Test Name	Form	Number of Students Tested	Raw Score Mean	Raw Score Standard Deviation	Number of Students Scoring, According to National Norm: 25%ile & Below	26 - 50 %ile	51 - 75 %ile	76 - 99 %ile
Pre	6/69	Stanford Achievement	X	2	3.5		2			
Post	7/69	Stanford Achievement	Y	2	4.3		1		1	
Pre										
Post										
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TABLE 1

REINBECK

STANDARDIZED TEST RESULTS
(Migrants)

GRADE 4 **NAME OF ACTIVITY** Reading

Pre and Post	Date of Test	Test Name	Form	Number of Students Tested	Raw Score Mean	Raw Score Standard Deviation	Number of Students Scoring, According to National Norm: 25%ile & Below	26 - 50 %ile	51 - 75 %ile	76 - 99 %ile
Pre	6/69	Stanford Achievement	X	2	2.8		2			
Post	7/69	Stanford Achievement	Y	2	3.5		1	1		
Pre										
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TABLE 1

REINBECK

STANDARDIZED TEST RESULTS
(Migrants)

GRADE 5

NAME OF ACTIVITY Arithmetic

Pre and Post	Date of Test	Test Name	Form	Number of Students Tested	Raw Score Mean	Raw Score Standard Deviation	Number of Students Scoring, According to National Norm: 25%ile & Below	26 - 50 %ile	51 - 75 %ile	76 - 99 %ile
Pre	6/69	Stanford Achievement	X	3	5.1		1	2		
Post	7/69	Stanford Achievment	Y	3	5.0		0	3		
Pre										
Post										
Pre										
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TABLE 1

REINBECK

STANDARDIZED TEST RESULTS
(Migrants)

GRADE 5

NAME OF ACTIVITY Reading

Pre and Post	Date of Test	Test Name	Form	Number of Students Tested	Raw Score Mean	Raw Score Standard Deviation	Number of Students Scoring, According to National Norm: 25%ile & Below	26 - 50 %ile	51 - 75 %ile	76 - 99 %ile
Pre	6/69	Stanford Achievement	X	3	4.6		2	1		
Post	7/69	Stanford Achievement	Y	3	4.2		3			
Pre										
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